DOCUMENT RESUME

ED 104 791 95 SO 008 289

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TITLE Value Formation: The Role of Political Parties. Grade Seven, Unit Five, 7.5. Comprehensive Social Studies Curriculum for the Inner City.
INSTITUTION Youngstown Board of Education, Ohio.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Jun 71
NOTE 43p.; For related documents see ED 070 693 and SO 008 272 through SO 008 300; Appendices have been removed because of poor legibility, some other material may be of marginal legibility; Not available in hard copy due to marginal legibility of document

EDRS PRICE MF-$0.76 HC Not Available from EDRS..PLUS POSTAGE
DESCRIPTORS Democratic Values; Grade 7; Junior High Schools; Learning Activities; *Political Attitudes; Political Issues; *Political Science; *Political Socialization; Secondary Education; *Social Studies Units; Urban Education; *Values
IDENTIFIERS American Independent Party; Democratic Party; Elementary Secondary Education Act Title III; FICSS; Focus on Inner City Social Studies; Republican Party

ABSTRACT

This seventh grade unit is one of a sequential learning series of the Focus on Inner City Social Studies (FICSS) project developed in accordance with the needs and problems of an urban society. A description of the project is provided in SO 008 271. This unit studies ways in which political parties are both the source of many of our values and the means of translating our values into meaningful action. Specific student inquiry areas include the history, structure, purposes, values, and main issues of the Republican, Democratic, American Independent, Communist, and National Socialist (Nazi) parties. The content of the unit includes teaching strategies, source materials, learning objectives, specific learning activities, and teacher and student resources. (Author/DE)

ED104791

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VALUE FORMATION: THE ROLE OF POLITICAL PARTIES

GRADE SEVEN, UNIT FIVE
7.5

20002

according to the
"Comprehensive Social Studies Curriculum for the Inner City"
as developed by

PROJECT FICSS
(Focus on Inner City Social Studies)
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The work presented or reported herein was performed pursuant to a grant from the U.S. Office of Education, Dept. of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education and no official endorsement by the U.S. Office should be inferred.
Project No. 6090

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PROJECT FICSS

FOCUS ON INNER CITY SOCIAL STUDIES

Project FICSS is a federally funded investigation sponsored by the U.S. Office of Education under Title III of the Elementary and Secondary Education Act. It began on June 12, 1968, and is to conclude in June, 1971.

Purposes

According to the project proposal, the purposes of this investigation are:

1. to construct a K-12 inner city social studies curriculum.
2. to develop new materials and/or adapt available materials designed to implement the new curriculum, to field test these matererials, and revise them as necessary.
3. to promote in selected central city school systems change in social studies curriculum and instruction which is in accord with the needs and problems of an urban society.

Organization

The grant was awarded to the Youngstown Public Schools in conjunction with four other northeastern Ohio school districts, Akron, Canton, Mansfield and the Youngstown Diocese. Under the directorship of Dr. Melvin Arnoff of Kent State University, the original designer of the project, the five district social studies coordinators worked in concert to select a five-man team from each school district. These teams met together full time in the summers and part-time during the academic year. As a group they received the necessary input and participated in studies which helped prepare them for the challenging task of developing a social studies curriculum design for the inner city. In order to do this they needed to become knowledgeable in curriculum theory and theproblems of the inner city.

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Temporary Products

At the end of the first summer study, some materials were developed for use by the schools during the ensuing year. These, however, are no longer in print since they were intended as temporary materials. They were designed to meet specific immediate needs in the direction of providing some modest corrections within the prevailing social studies curriculum of the participating schools to better balance the treatment of minority groups.

Developing the Curriculum Design

Following a series of conferences held during 1968-69 the unit writers from the five school systems had arrived at a tentative K - 12 curriculum design. This design was reviewed by lay and professional persons as well as a 60-man Board of Reactors. It was subsequently revised and expanded to include more detailed outlines of the specific units of each grade level. The curriculum design was finalized on April 14, 1970. Even this design, however, has not been sacrosanct. As the writing of individual units progressed, it became clear that some units were part and parcel of others, some lacked sufficient content to stand on their own, and others could be better written by revising the intended content. The final design, therefore, is the product of investigation, speculation, review, and revision in accord with practical pedagogy.

Unit Development

As was indicated above, the first products of this project were temporary units intended as first-aid to the obviously unbalanced curricula of the participating schools.

After the major portion of the curriculum design was completed during the summer of 1969, six units were developed to be classroom tested during the 1969-70 academic year. Sufficient data were collected on these units as they affected classroom achievement and attitudinal changes to permit judicious revision of the materials toward making them more effective in realizing the aims of the curriculum.

The major portion of unit writing was completed during the summer of 1970. During this time, all of the previously prepared units were revised or modified to be in accord with the April 14, 1970 design. Approximately 50 of the 69 units of the K - 12 design were prepared by the end of the 1970 seven-week writing session. Thirty-six of these units were thoroughly edited and prepared for utilization in 108 classrooms in the five participating districts during the 1970-1971 school year.

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Evaluation

The effect of these materials was evaluated by means of a design developed in accord with guidelines specified by the Division of Research, Planning and Development of the Ohio State Department of Education. The design called for the administration of an attitude and an achievement test prior to and following the teaching of the first semester units at each grade level, grades 1-12. While the cumulative effects of these units was being evaluated in one set of classrooms, a modest idea of the effect of each unit was being gained through the administration of achievement post-tests following the teaching of individual units in a second set of classrooms. (Although a pre-test post-test design would have been preferred, financial and other considerations obviated this possibility.)

Refining the Curriculum Design and Units

After the first semester units were classroom implemented and evaluated, the data were analyzed and utilized in unit revision. The units developed for the second semester were used in many classrooms, however, complete data on the effectiveness of these materials were not collected due to financial restraints and the improbability of immediately utilizing the data for unit revision prior to the legally imposed concluding date of the Project, June 11, 1971

Utilization of the FICSS curriculum Design and Units by Other School Districts

It is the firm conviction of the Project staff and unit writers that the FICSS curriculum makes a significant contribution toward developing a relevant social studies curriculum in Grades K--12. Relevancy here refers to the ability of a curriculum to enable pupils to comprehend the front pages of the newspapers, to understand the variety of ethnic and national cultures and aspirations of the peoples of America, and to be able to deal intelligently with the public and personal issues which are germane to all of these areas.

Consequently, every school system is encouraged to review the products of Project FICSS and, should it find materials in harmony with its view of what is needed in the curriculum, to use these in part or in total, to adopt and/or adapt them as its sees fit. This way Project FICSS will truly have served as an exemplary project.

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INTRODUCTION TO UNIT 7.5

The study of the origin of values would be incomplete without a consideration of how political parties are both the source of many of our values and the means of translating our values into meaningful action. In order to understand this value-making system it is necessary that the pupils understand how political parties function economically and organizationally. Too, they should recognize that various political parties have a set of values to which they traditionally subscribe (with much variation). Some of the members of the various political parties offer a colorful introduction to some of the basic positions espoused by the parties.

As a result of studying the unit the pupils should have insight into answers to such questions as: How does a person become a member of a political party? Can a party member act against his own party in voting behavior? How does a party seek to influence public opinion and to earn votes? What roles do parties fulfill in the development and selection of candidates for office? How do parties influence office holders? How do the values of the public influence the actions of political parties?

Political parties are an inherent part of our democratic system. As such, pupils need to know how this institution molds and responds to value changes. In this way, they can better analyze political appeals and seek to affect the ideological positions and actions of this institution.

Introduction to a Unit Teaching Strategy Incorporated in FICSS Units

Suggested Teaching Procedures and Introductory Activities

Teaching Procedures

1. These units are based on a depth study strategy approach. It is felt that this method is consistent with the "learn by doing" theories of John Dewey, which have been corroborated by Piaget.

2. The basic steps for this strategy consist of introductory activities conducted by the teacher which excite the interest of the student and cause him to ask questions about the new study. These questions serve as an introduction to the scope of the topic.

3. The students, working in groups or individually, research the questions they have raised and categorized. Each student contributes to the committee work in his own special way and at the same time, develops the ability to work in a group situation.

4. One of the most easily recognized trends in the development of recent thought in social studies education is that which is directed toward providing inquiry experiences for the pupil. In these experiences students would not necessarily be told the meaning of the data they would encounter nor would the data necessarily be presented to them. They would have to search for it and to bring meaning to that which they found. From this description, then, it is seen that the depth study strategy proposed here is in concert with the spirit of inquiry.

5. When the group prepares its presentation for the class, they have many occasions to review and restructure their information. After hearing each of the presentations the teacher leads the class in an overview and helps them gain perspective on the topic. The facts gained are used to develop hypotheses and generalizations. Again the facts and understandings are used to develop the culminating activity. Although each of these activities is somewhat different, they all are forms of review or reuse of acquired information. The student, then, is involved in no less than three opportunities to recall and use the new data. Each time, of course, the information is called for in a new context.

6. In a depth study approach, the teacher assumes the role of the structurer of learning activities. In addition, the teacher is the most readily available resource person, both for process and content. The class could conceivably ask the teacher to talk to them about a specific topic or to discuss a film or filmstrip. If the teacher has had special experiences which are pertinent to the study, the class may call upon him to show slides or to deliver a special talk.*

*Information taken from a monograph by Dr. Melvin Arnoff.

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AN OUTLINE OF A TEACHING STRATEGY INCORPERATED INTO FICSS UNITS

PHASE	PURPOSE
I. Introduction	To motiviate students,
II. Raising of questions	To list students' questions.
III. Categorization of questions by students	To organize ideas. To provide experiences in critical thinking.
IV. Formation of and instructions to committees	To form groups for social or psychological ends. To place responsibility for learning upon the shoulders of students.
A. Tasks	To let students know they are defining, pursuing, and reporting their own study.
B. Roles	To aid students in identifying desired organizational schemes for small groups and to help them define the responsibilities and behaviors of leaders and group members.
C. Methods of Researching Information	To aid students in locating, recording, organizing and presenting information.

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PHASE		PURPOSE
V.	Information Retrieval	To allow students the opportunity to answer their own questions, to employ their library skills, to develop critical thinking and logical organization of data.
VI.	Committee Reports	To develop and rehearse the presentation to the class.
VII.	Perspective and Overview	To hear the reports of each committee which has sought to answer the questions of the class.
VIII.	Developing Hypotheses and Generalizations	To integrate the findings of the committee reports, to note trends, likenesses and differences when compared with other examples known by the students.
IX.	Culminating Experiences	To study the information presented to discover some basic principles of the social sciences which may be operant. To gain further perspective and to enhance recall.*

MINIMUM ESSENTIAL SOURCE MATERIALS FOR UNIT 7.5

	Teacher	Pupil	Total Cost
Coleman, James S. Game of Democracy National 4H Club Foundation, 7100 Connecticut Avenue, Washington, D.C. 20015 @ $2	1		2.00
Douglas, William O. A Living Bill of Rights New York: Doubleday Co. 1961 @ 1.35	1	5	11.70
Easton and Dennis Children in the Political System New York: McGraw-Hill Company, 1969 @ 9.95	1		9.95
---------- Political Parties in the United States American Education Publications, Education Center, Columbus 43216 48pp. @ .40		20	8.00
---------- What You Should Know About Democracy and Why New York: The Four Winds Press, 1964 @ 3.95	1	5	23.70

FILMSTRIP

Anatomy of U. S. Political Parties
Part 1---80 frames---16 min.
Part 2---88 frames---19 min.
Part 3---82 frames---17 min.
Part 4--121 frames---19 min.
Four LP records as accompaniment, C-400 604 @ $65
Guidance Associates of Pleasantville, N.Y. a subsidiary of
Harcourt, Brace, Jovanovich — 1 — 120.35

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TABLE OF CONTENTS

Introduction
- Introduction to the Seventh Grade Curriculum
- Introduction to Unit 7.5
- Introduction Teaching Strategy
- Minimum Essential Source Materials
- Table of Contents

Objectives 1
I. Introductory Activities.....4
II. Raising Questions.....4
III. Categorizing Questions 5
IV. Formation and Instructions to Committees.....6
V. Information Retrieval.....9
Committee I a & b.....9
Committee II.....15
Committee III.....17
Committee IV.....19
VI. Suggested Reporting Activities.....22
VII. Overview.....23
VIII. Generalizations.....24
IX. Suggested Culminating Activities.....25
Bibliography.....26
Appendix.....33

OBJECTIVES

KNOWLEDGE

The pupil will know:

1. that all organizations have conflicts among their members and must work out a method of handling differences.
2. decision making is shared by several groups and is subject to many influences.
3. that political power is unevenly distributed through a population even in a democracy.
4. there is a conflict of values between a democratic system and a non-democratic system of government.
5. that the political system consists of a number of major components, each of which affects the others.
6. institutions are a basic and universal way that behavior is organized in a society.
7. that members of a small group influence the behavior by setting up and enforcing norms for proper behavior.
8. socialization takes place through a number of social agencies.
9. that a constitution is the basic fundamental law in the political system; it sets the structure relationships and powers of the political institutions and components.
10. the political system as a set of images and pictures created for them by the communicators; they react to these images rather than to the real world and real people.
11. that there are political leaders at three levels of government: local, state and national.
12. that there are political leaders outside the formal structure of government.
13. that voting is a political behavior to influence the government.
14. that some Americans vote in every election and others only vote occasionally or rarely.
15. that issues are behind the pressure of the political system.
16. that the majority rules with minority right to dissent
17. that there are historical backgrounds for many of the political values and beliefs.
18. that the behavior of people in crowds differs from their behavior in institutions.

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OBJECTIVES

SKILLS

The pupil will be able to:

1. locate, read, organize and understand social studies materials.
2. apply previously-learned concepts and generalizations to new data.
3. distinguish between facts, inferences and value judgements.
4. identify and examine value conflicts.
5. identify and examine assumptions.
6. detect inconsistencies in materials.
7. distinguish between relevant and irrelevant information.
8. present effective oral and written reports and symposiums.
9. gain information through the interview technique.
10. generalize from data.

ATTITUDES

The pupil will:

1. believe that generalizations are tentative and are subject to change with new evidence as shown by changes in values on his inventory of values.
2. seek to evaluate information and sources of information before accepting them as evidenced by questioning and researching the information presented.
3. believe that human condtions can be improved through his efforts and the efforts of others as evidenced by his taking a stand and working for changes at home, school and in the community.
4. believe differences in opinion are natural and desirable as evidenced by listening to other opinion, asking questions for clarification and by expressing his own opinion when it differs from others'.
5. is curious about social data and wants to read and study further in the social sciences.
   a sense of responsibility for keeping informed about current problems as evidenced by conversation and ideas presented from reading or listening to mass news media.
6. believe in cooperating with others on common goals as evidenced by participation in committee activities and other class projects.

00043

ATTITUDES (continued)

The pupil will:

7. believe in accepting the decisions of the majority as evidenced by his attitude and behavior when in the minority shown by doing and supporting the winning side with minority rights expressed for improvement.
8. respect evidence even when it contradicts preconceptions as evidenced by a change in values or position.
9. support freedom of thought and expression as evidenced by reading and listening to material opposed to expressed beliefs for better understanding.
10. be skeptical of "conventional truth" as evidenced by participation in evaluation and the creation of standards for judging.

BEHAVIOR

The pupil will:

1. participate in making the rules needed for the group.
2. accept the role of leader or follower as the situation requires.
3. express appreciation for courtesies extended on field trips and interviews.
4. respect the rights and opinions of others.
5. participate in committee work and activities.
6. participate in the practice of democracy in the classroom.

000149

STRATEGY	LEARNING ACTIVITIES	MATERIAL
I. Introductory Activities To motivate the study of political parties. Examples of activities	1. Give value inventories and use as a basis of discussion. 2. Show the film Someone Must Govern Us. 3. View the filmstrip "Beginning of Political Parties" 4. Have a bulletin board display of pictures and articles dealing with the main issues. 5. Invite in county committee chairmen from the two main parties to discuss local issues. Follow with discussion.	
II. Raising Questions	After the introductory activities, the teacher will ask a question such as: "Now that you have thought about political parties, what would you like to know more about?" Some important questions that should be brought out in the 40 to 50 questions raised may be: 1. How do political parties shape our values? How do people shape the values of political parties? 2. What is a political party? 3. How are the parties alike? Different? 4. What powers does a political party have? 5. Who pays for political parties' activities?	

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STRATEGY	LEARNING ACTIVITIES	MATERIALS
III. Categorizing Questions	Ask the pupils to group questions into areas of similar subjects. The author anticipates the groups to be by party, however, by functions, or organizations, etc, (other examples). The class may have a format that is as good as the one the author suggests. Ia. Republican Party---blue Ib. Democratic Party---blue II. American Independent Party---yellow III. American Communist Party---green IV. National Socialist Party (Nazi)---pink	

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STRATEGY	LEARNING ACTIVITIES	CONTENT
IV. Formation of and instructions to Committees 1. To identify the necessary tasks of the committees.	The students may wish to work in groups to pursue those topics which most interest them. The content might also be revealed through a more traditional approach, but the FICSS unit writers believe it of great importance that pupils learn the skills and the problems associated with cooperative efforts. Thus they recommend the committee as the agent for seeking factual information. The committee organization also allows for individual excellence, especially as it is perceived as effecting group goals. <u>Activities</u> Discuss and decide on something like this: Class discussion concerning: 1. The tasks of a committee 2. The roles of committee persons 3. The sources of information	A. Tasks of Committees 1. Organize committee a. Random selection by teacher or students. b. Ranking by students of choices on slips of paper. c. Using sociograms to achieve balance within a committee (may be homogeneously or heterogeneously based). 2. Utilize class questions as starting point for planning committee work. 3. Add new questions suggested by committee members. 4. Assign research, find information, coordinate information, develop and present.

00017

STRATEGY	CONTENT	MATERIALS
2. To determine desired roles in committee operation.	B. Roles in a Committee 1. Leader a. To help make everyone become a part of the group b. To let everyone have his turn at the "good" jobs c. To solicit ideas from all members of the group d. To permit the group to decide which ideas are best e. To keep the group moving to get its job finished in the best way it can f. To help your group decide what its job is 2. Group Member a. To help the leader carry out plans b. To complete the work assigned to him c. To work without disturbing other group members d. To ask other members for their ideas e. To select only those ideas which help the group do its best work f. To make other members of the group feel welcome	

STRATEGY	LEARNING ACTIVITIES	CONTENT	MATERIALS
3. To determine desired roles in committee operation.		3. Secretary a. Record group decision b. Verify motions and decisions c. Aid committee in coordinating research	
4. To identify sources for obtaining necessary information.		C. Finding Information (See Section I) 1. Textbooks and books a. Use of index b. Use of glossary, appendix, map lists, illustrations 2. Encyclopedias a. Use of key works; letters on volume, index, class reference 3. World Almanac 4. Pamphlets 5. Pictures 6. Filmstrips 7. Charts, cartoons, posters, graphs 8. Records 9. Community Discussion possibilities for presentation: 1. Reports 2. Panel and round table discussions 3. Visual aids 4. Audio aids.	

00019

STRATEGY	CONTENT	RESOURCES
V. Information Retrieval	A political party is an organization of many people who hold similar views on various public questions.	
Committee i[a]	I. Republican Party	
Republican Party	A. History--descendent of two earlier parties: Federalist and Whig	Ribincoff & Newman Politics the American Way
	1. Structure	
	a. National Committee	Merriam, Gosmell The American Party System
	b. State Committee	
	c. County Committee	
	d. Precinct leader	
	e. precinct worker	
	f. voters	Mayer The Republican Party
	2. Purpose of Party	
	a. rallying point for men of like mind on public issues	Hartley, Vincent American Civics
	b. a clearing house for compromise on minor differences	
	c. after agreeing on a course of action they present candidates for office.	
	d. solicit support of voters on behalf of their course of action	
	e. raise money for conduct of campaigns	
	f. winning party assumes governing responsibility. Loser's duty is to criticize, scrutinize, amend, watch over affairs, keep members informed	
	g. cooperation with other parties for good government	
	h. to smooth over differences between members	

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STRATEGY	CONTENT	RESOURCES
V. Information Retrieval Committee I a Republican Party (cont.)	3. Two party system of government 4. Pressure or minority groups and how they work within the party 5. Third parties keep the two party system honest by taking ideas to the people. Many laws and amendments began as ideas of third parties a. vote for women b. direct election of senators c. abolition of slavery d. vote for negroes e. income tax	Hartley, Vincent American Civics
	B. Values of the Republican Party 1. Bill of Rights 2. Human Rights U.N. 3. Party Platform (in kit)	Free The Political Beliefs of Americans
	C. Main issues of the party 1. High tariff 2. decentralized government 3. favors big business 4. foreign policy 5. domestic policy	Douglas A Living Bill of Rights Stuber Human Rights & Freedom in Your Country
	D. How do parties achieve power? 1. Leadership--popular national figure 2. National issues a. party platform b. stand of officials in Congress 3. Public images a. personal appearances b. T.V. c. radio	Political Handbook & Atlas of the World Botler Politicians & What They Do Mailer Miami & the Siege of Chicago

00021

STRATEGY	CONTENT	RESOURCES
V. Information Retrieval Committee Ia Republican Party (cont.)	d. newspaper e. magazines 4. Propaganda 5. Public Opinion a. tradition b. polls (1) newspapers (2) magazines (3) Gallup c. editorials (1) newspapers (2) magazines (3) T.V. editors 6. Pressure groups a. cultural groups b. unions c. religious 7. Financial backing a. campaign cost b. where money comes from 8. Compromise with pressure and minority groups E. Do we need political parties? 1. Someone must rule--form of government 2. Government provides rules or laws for its people 3. Government performs many services for the people a. protection b. education c. libraries	Wyckoff The Image Candidates Frost The Presidential Debate 1968 Lang & Lang Politics and T.V. McGinniss The Selling of the President, 1968 Rose The Power Structure Stone Black Political Power in America Key Politics, Parties & Pressure Groups Ribincoff, Newman Politics the American Way Ed. of Sch. Mag. What you should know about Democracy Burris Government by the People

000222

STRATEGY	CONTENT	RESOURCES
V. Information Retrieval Committee Ia Republican Party (cont.)	d. collection of garbage e. water and sewer f. protection from fire g. streets and roads 4. Government puts the ideals of the people into practice 5. Political parties make democratic government work 6. Majority rules with minority rights F. How does an individual express political values 1. good citizenship 2. keeping informed on current issues 3. participating in class and school government 4. supporting candidates a. time b. money 5. voting 6. running for office	Hlers Freedom--Story of Your Rights as an American Neal Diary of Democracy Powell Democracy in Action Rienow Call All Citizens Baldwin Let's Go into Politics Gray How We Choose a President White The Making of a President Weingast We Elect a President

00023

STRATEGY	CONTENT	RESOURCES
V. Information Retrieval Committee I Democratic Party	II. Democratic Party A. History 1793 (Jeffersonian) Republicans (anti-Federalist) 1825 Democratic Republicans 1861 Southern Democrats and Northern Democrats 1865 Democrats 1. Structure (see Republican party) 2. Purpose of Party (see Repub. party) 3. Two party system of government 4. Pressure or minority groups and how they work within the party (see Repub. party) B. Values of the Democratic party 1. Bill of Rights 2. Human Rights U.N. 3. Party Platform (in kit) C. Main issues of the party 1. Low tariff 2. centralized government 3. favors labor 4. foriegn policy a. Wilson's 14 points b. Truman Doctrine c. Bay of Pigs d. Cuba e. Johnson	Cohn The Fabulous Democrats see others under Republican Party except Mayer Republican Party Smith Aims of American Foreign Policy

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STRATEGY	CONTENT	RESOURCES
V. Information Retrieval	5. Domestic policy	see others under Republican party
Committee I b	D. How do parties achieve power? (see Repub. party)	
Democratic Party (cont.)	E. Do we need political parties? (see Repub. party)	
	F. How does an individual express political values? (see Repub. Party)	

00025

STRATEGY	CONTENT	RESOURCES
V. Information Retrieval	III. American Independent Party--George Wallace	
Committee II	A. History	Magrudeis American Government
American Independent Party	1829 Anti-Masonic Party	
	1841 Liberty Party	
	1849 Free Soil Party	
	1853 Know Nothing Party	
	1861 Constitution Union	
	1869 Labor Reform Party	
	1869 Prohibition Party	
	1877 Green Back Parties	
	1885 Union Labor Parties	
	1889 Populist Party	
	1893 Socialist Labor Party	
	1897 People's Party	
	1897 Sicial Democrats	
	1919 Farm Labor Party	
	1923 Progressive Party	
	1935 Socialist Party	
	B. Minor Parties, 1960 election	
	States Rights	
	Prohibitionist	
	Socialist-Labor	
	Poor Man's Party	
	Church of God	
	Afro-American Unity	
	National Constitution	
	Conservative	
	Virginia Conservative	
	(87 candidates for the House, 15 for Senate	

000026

STRATEGY	CONTENT	RESOURCES
V. Information Retrieval Committee II American Independent Party (cont.)	1. Structure a. same as Republican b. legal requirements vary in each state 2. Purpose of Party a. take new ideas directly to the people b. to have a major party appropriate the idea c. great personalities 3. Two party system of government 4. Pressure and minority groups in 3rd party movements C. Values of the party 1. Bill of Rights 2. Human Rights U.N. 3. Party Platform (in kit) D. Main issues of the Party 1. Law and Order 2. Control of Racism 3. Schools 4. Federal Interference 5. Crime in the streets 6. Housing, terms of selling 7. Vietnam E. How do parties achieve power? (see Repub. party) F. Do we need political parties? (see Repub. party) G. How does an individual express political values? (see Repub. party)	see others under Republican party U.S. News and World Report, June 17, 1968 Wallace Tells His Plan Sept. 30, 1968 Wallace Tells His Plan Look Magazine Aug. 20, 1968 The End of the Two Party World Congressional Quarterly Almanac Vol. XXIV 1968

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STRATEGY	CONTENT	RESOURCES
V. Information Retrieval	IV. American Communist Party	
Committee III	A. History	
American Communist Party	1932 100,000 votes	Hoover Study of Communism
	1940 Smith Act	
	1950 McCarran Act	
	1960 New Communist Manifesto	
	Controls by U.S. Government	Hartley & Vincent Civics
	1. Structure in U.S.	
	a. National Committee	
	b. National Board	Colegone Democracy Vs. Communism
	c. District	
	d. State	
	e. County	
	f. City	
	g. Section	
	h. Club	
	2. Purpose of Party	Johnson Communism, an American View
	a. spread of Communism	
	b. infiltration into governments	
	c. selection of candidate to advance cause	Mehlenger Communism in Theory & Practice
	d. solicit support of voters on behalf of their cause	
	e. protest democratic form of government	
	3. No party system of government	
	4. No pressure or minority groups	
	B. Values of the Communist Party	Ellis Ideas and Ideologies
	1. One slate of candidates chosen by the elite	
	2. Work regulated by the government	
	3. economy controlled by the state	

00028

STRATEGY	CONTENT	RESOURCES
V. Information Retrieval Committee III American Communist Party (cont.)	4. Communist party rules with absolute power 5. Public opinion not a factor in national policy 6. State has complete power over the individual 7. No individual freedoms 8. Law subordinates man to the state 9. Proof of innocence is the responsibility of the accused 10. Will not share power with other political parties 11. Property rights are limited, no individual profits may be made 12. Religion is based on materialism 13. Justifies any thought or action that advances Communism 14. Travel is restricted 15. Denies free speech and press C. Main issues of the party 1. Complete rule 2. Advance of world Communism D. How do parties achieve power? (see Repub. party) E. Do we need political parties? (see Repub. party) F. How does an individual express political values? (see Repub. party)	

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STRATEGY	CONTENT	RESOURCES
V. Information Retrieval Committee IV National Socialist Party (Nazi)	V. National Socialist Party (Nazi) A. History 1933 Established by Adolph Hitler World War II 1. Structure a. dictatorship b. Military rule controls all activities of the people c. No party system, elite rules d. No pressure or minority groups 2. Purpose of the party B. Values of the Nazi party 1. Controlled property ownership 2. Government control of labor 3. Unified education in accord with party doctrines 4. State control of churches 5. State control of public opinion and propaganda 6. Discrimination against Jews 7. Civil law controlled by a cabinet with power to change the constitution C. Main issues of the party 1. Absolute and final power to the leader to whom all must pay allegiance and obedience 2. State socialism--the state embodies everything and everybody 3. Military rule	Schultz Comparative Political Systems Lincoln Library of Social Studies Ellis Ideals and Ideologies

000030

STRATEGY	CONTENT	RESOURCES
V. Information Retrieval Committee IV National Socialist Party (Nazi) (cont.)	D. How do parties achieve pwoer? (see Repub. party) E. Do we need political parties? (see Repub. party) F. How does an individual express political values? (see Repub. party)	

00031

STRATEGY

V. Information Retrieval

All Committees

1. Make a survey of neighborhoods, or of parents, regarding attitudes toward various parties, how they have voted, and what projects deserve public funds the most.
2. Visit a local party headquarters.
3. Collect political literature.
4. Start a political party scrapbook.
5. Have local political figures explain the advantages of their respective parties.
6. Follow the political developments on television.
7. Listen to political viewpoints on the various talk shows.
8. Write party headquarters requesting position and campaign literature. (These addresses may be obtained from such sources as local radio stations.)
9. Review documentary filmstrips showing the history of parties, and positions taken.

000032

VI. REPORTING COMMITTEE FINDINGS

ALL COMMITTEES

SUGGESTED REPORTING ACTIVITIES

1. Explain the individual value posters based on the value inventories.
2. Discuss the party platforms. Include an analysis of the values, conflict of values and likenesses among them.
3. Discuss the results of the opinion polls regarding politics in the local community.
4. Present a "Meet the Press" discussion in which students present the views of the leading political parties.
5. Debate the issue of the lowering of the voting age.
6. Report to the class on the city council meeting attended.
7. Produce a radio program on the importance of politics or other selected topics.

000033

STRATEGY	LEARNING ACTIVITIES
VII. Overview	Because the committees have studied each party as a unit, there is need to integrate the viewpoints, and look at party politics as a dynamic struggle for power. But this struggle is often one of cooperation between parties, rather than competition on every issue. Therefore, officials will support issues often opposed to their political philosophy. The return is support on a more important pet issue at a later date. This interaction between parties is called the "IOU" system. The truth is, a politician can be more effective in implementing his party philosophy if he only pushes for key issues than if he votes consistently within the framework of his philosophy. The paradox is that his record as observed at the time for reelection will indicate certain inconsistencies and not measure his effectiveness. Outside the two major parties there is a whole spectrum of political behavior. At one end, the American Nazi Party urges for racial segregation and deportation of Negroes. These wild wishes are laughed off by Jewish and Negro leaders. The American Socialist is today virtually powerless and unorganized. It has, however, seen the United States move toward many of the goals it had decades before urged. It is indeed paradoxical that the parties with the most power have to look for trends, rather than setting them. Questions to consider are: 1. What changes have parties made and what causes changes? 2. With the changes within the United States (e.g. wealth distribution, population movements, awareness of social issues) what changes are expected to occur within the party system? 3. In a basically two party system, what purpose do other parties serve? 4. If one major party were to dissolve, would we have a one party system?

000034

STRATEGY

VIII. Generalizations

1. Although parties have dissimilar goals, the methods and organizations are very similar.

2. Money spent in partisan politics comes from non-governmental sources.

3. While minority and splinter parties have not had great success in national elections, many of their view points over the years have been adopted and implemented by major political parties.

4. A political party's success depends upon appealing to the widest range of potential voters.

5. Individuals, associations and institutions often make campaign donations to both political parties to insure that they have supported the winner

6. Urban areas and the most populous states are most significant in shaping national politics.

7. Candidates with a wide range of exposure are usually more successful than others.

8. The major parties exert a high degree of informal control over the operations, particularly spending, of the governments within the United States.

9. The same political party has inconsistent viewpoints represented in various parts of the country.

10. The membership of third parties has usually rejoined the mainstream of political activity after its issues have been resolved.

00035

STRATEGY

IX. Culminating Activities

1. The committee reports can be compared and contrasted to emphasize the similar and dissimilar aspects of the parties studied.

2. Develop a mock convention and nominate a candidate.

3. Hold a meeting with parents to present the results of the opinion polls taken.

4. Develop slides or transparency presentations for other classes.

5. Request from local organizations a statement of the amounts of contributions given to specific candidates and report the findings or non-findings to the class.

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FILMSTRIPS

Anatomy of U.S. Political Parties. Part 1---80 frames----16 min.
Part 2---88 frames----19 min.
Part 3---82 frames----17 min.
Part 4---121 frames---19 min.

Accompanied by:
4 LP's @ $65 C-400-604
4 cassettes @$73 C-400-620

Guidance Associates of Pleasantville, N.Y., a subsidiary of Harcourt, Brace, Jovanovich

Political Conventions: Choosing the Candidates. Part 1---111 frames---16 min.
Part 2---102 frames---16 min.

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2 LP's @ $35 C-416-360
2 cassettes @ $39 C-416-386

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TAPE

Image: America Series Politics. Thurston Morton, Everett Dirkson, Norman Thomas
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00043